

Unit Planning Guide: Grade 2 - Unit 2 of 7

Unit Title: Understanding Author's Craft	Pacing (Duration of Unit): 5 weeks
Grade: 2	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- L.2.2b Use comas in greetings and closings of letters
- **W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.**
- **RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**
- **RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**
 - RF.2.3e Identify words with inconsistent but common spelling-sound correspondences
 - L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.
- **Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**

- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences
- L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.

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Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Writer's write about what they know and what they love
- Authors use their experiences to create stories

Essential Questions: (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How do authors make choices as they write?
- How does learning about an author's life help us as we write?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The structure of a story moves from beginning to end and includes setting, character, problem, and solution.
- Illustrations help the reader comprehend the setting, characters, plot, mood, tone

Academic Vocabulary

elements
setting
character
theme
opinion

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Identifying (analysis) and describing the setting, characters, sequence of events in a story
- Comparing and contrasting (analysis) characters, setting, plot in several books
- Making connections (evaluation) between literary texts and authors' autobiographies, or their statements about how their experiences influenced their writing
- Writing opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding

support	<p>statement or section. (applying)</p> <ul style="list-style-type: none">• Using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (applying)• Explaining how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text (applying)
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